Indiana K-6 Reading Framework

READING GOALS

	Reading Goals	Instruction	Assessment	Leadership	Professional Development	Commitment
Schools	⭐					

Guiding Principles:

☑ The school is responsible for ensuring students reach measurable reading goals as outlined in the school's Reading Plan.

☑ Students who meet the identified reading goals are likely to enjoy reading, use reading as a tool for further learning, and successfully navigate challenging academic content.

☑ Students and teachers set student-level reading goals aligned to academic standards and state expectations. These goals are part of the classroom culture.

☑ Students and teachers monitor student progress toward established reading goals. Meaningful interventions and extensions are implemented as necessary. Students who are not meeting formative and summative reading goals should receive targeted reading intervention to increase the likelihood that they will reach the essential reading goals.

☑ Formative reading goals should be established each year. These will indicate the extent to which students are learning important underlying reading skills in the primary grades and will track reading performance in the upper grades to

ensure students remain on a positive trajectory toward achieving the summative goals on IREAD-3 and ISTEP+.

Reading Goals Drive Instruction

The goal of instruction at grades K–3 is to ensure that all students read at or above grade level by the end of third grade. Research confirms that students who are not reading at grade level, or are not yet reading at all in grade 1, are less likely to catch up with their peers unless there is early intervention.[1] What occurs in school from kindergarten through grade 3 is the single greatest determinant of whether students will develop the skills and knowledge needed to read proficiently.[2] Therefore, it is important to establish formative goals at each grade K–3 to ensure students are on a positive trajectory to meet the summative goal of reading at or above grade level by the end of third grade. If students are reading well by the end of third grade, they have the tools and more complex reading behaviors they need to learn the more challenging academic content they will encounter in grade 4 and above. The primary grades lay the foundation for the more rigorous work that will occur later. Thus, primary grade students must be equipped not only with foundational reading skills to read efficiently (phonemic awareness, alphabetic knowledge, phonics, fluency, and comprehension), but also with sufficiently rich content from which to develop vocabulary and background knowledge.

. . . primary grade students need to be equipped not only with foundational procedural skills to read efficiently but also with sufficiently rich content from which to develop vocabulary and background knowledge.

If students are reading at or above grade level by the end of third grade, then in grade 4 and above, they will likely have the necessary foundational skills, as well as the vocabulary and background, to read a variety of materials (including Internet-based text) and increasingly complex content. However, to stay on target, not only will these students need to learn reading strategies that have been *explicitly* taught and measured as part of formative and summative

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[1] Juel, 1994
[2] Snow, Burns, & Griffin, 1998; National Reading Panel, 2000; Torgesen, 2004

tests, but they will also need to continually grow their vocabulary, learn how to recognize different text structures, and be exposed to rich content. Thus, reading goals for grades 4-6 should include measures of the degree to which students can comprehend academic content and vocabulary in a variety of disciplines.[3]

Students who do not complete grade 3 reading at or above grade level face significant academic challenges. Some of these students need to learn foundational skills as well as the advanced strategies and background knowledge that will enable them to comprehend their content texts and literature. The degree of foundational skill instruction upper elementary students require will depend on the extent to which they are below grade level. To bring students who are significantly below grade level to proficiency, schools must devote additional instructional time, expert instruction, and resources to assist these students. In addition, upper elementary teachers must adjust their instruction to ensure that these students are still able to access content materials in specific disciplines.

> **Key Terms**
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> **Summative Reading Tests:** Tests typically given at the end of a school year to measure the extent to which students have met standards-based outcomes.
>
> **Formative Reading Tests:** Tests typically used to monitor progress and administered more frequently in order to determine whether students are making progress toward summative outcome measures.

In K–3 the reading goals focus on *how to read*, while in grade 4 and above, the goals must include *reading to learn*. Yet schools cannot make the mistake in grades K–3 of too narrowly focusing on foundational skills at the expense of content. This focus on content must continue into upper elementary school so that students are on track to succeed in middle and high school and graduate prepared for postsecondary education, meaningful employment, lifelong learning, and civic participation.

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[3] Torgesen, 2007; Hirsch, 2009; Willingham, 2007, 2009

Standards Establish Grade Level Expectations

Indiana adopted the Common Core State Standards in August 2010, which guide academic content and specify grade-level expectations. Presently, Indiana expects the class of 2011 to complete the Indiana CORE 40 Diploma. This requirement, in addition to the Common Core State Standards, means that students will be taking challenging course content during their high school careers. To ensure that students will be able to meet the CORE 40 and the Common Core requirements, students must enter high school with the knowledge and skills in reading to be able to comprehend rigorous academic content in science, math, English, history/social studies, and technical subjects. This means students must master each grade-level's content and reading expectations year by year.

If students are going to leave middle school ready for rigorous high school work, they need to enter middle school having mastered the standards in Reading. In the elementary grades 4–6 the standards represent increasingly sophisticated performance expectations. In turn, the grade 3 standards in Reading prepare students to be successful in grades 4–6.

Since grade 3 is the first grade at which the ISTEP+ is administered, meeting the standards in Reading in grades K–2 will establish a positive course for ensuring that students meet the ambitious standards in each subsequent grade.

Essential Qualities of Reading Goals

Both summative and formative reading goals have the following essential qualities:

1. **Reading goals represent important priorities** that the entire school staff should know, understand, and commit to accomplishing. This means all instruction provides a learning progression from one grade to the next, and each subsequent grade depends upon the prior grade. This web of interdependency means that all teachers, regardless of their present grade, are responsible for the standards and have an important role to play in preparing students for the next grade. In the early grades, the reading assessments measure how well students accomplish established goals related to phonemic awareness, phonics, fluency, vocabulary, and comprehension. In the later grades, students work toward reading goals that still address foundational skills. In addition, goals for adolescents should emphasize improving comprehension of increasingly complex text.

> **Key Terms**
>
> **Summative Reading Goal:** An overall comprehensive goal that represents desired performance at milestone points in time.
>
> **Formative Reading Goal:** A goal typically reflecting subskills that determine if students are on track to meet the summative goals.

2. **Reading goals should be measurable**. Teachers, administrators, and parents should know what students must do to meet or exceed a reading goal, when a goal should be reached, and when it has been met.

3. **Reading goals should guide instruction**. If students do not reach an important summative or formative reading goal, schools should marshal their resources to implement reading instruction and interventions that will increase students' opportunities to reach their goals.

Two Types of Reading Goals

In order to meet these ambitious standards, the Indiana K-6 Reading Framework includes two types of measurable goals. Summative reading goals determine whether students are reading at grade level or above, while formative reading goals determine whether students are on track to read at grade level. Summative reading goals are usually determined by end-of-year measurements, while formative reading goals are typically measured more frequently. The most important reading goal is one that represents targeted reading performance at milestone points in time, typically the end of each school year. These milestone points in time act as summative evaluations. Reading at or above grade level is the single most important, measurable reading goal in grades K–6.

Formative reading goals are measurable goals that indicate whether students are on track to achieve summative reading goals. Typically, these formative goals require proficiency in specific components or subskills of reading. Initial sound fluency, phoneme segmentation, letter naming, decoding, and oral reading fluency are all essential to ensure the ultimate goal of comprehension is achieved. A comprehensive reading plan includes both summative and formative reading goals. Measuring students' progress toward these goals serves as each student's reading check-up. School teams will use these results to determine whether students are prepared for the academic challenges they will continue to encounter.[4] LEAs and the SEA will monitor goal attainment to gauge whether schools and LEAs are preparing their students to be academically successful. In the following sections, summative and formative goals are explained as well as information regarding mCLASS: Reading 3D (Wireless Generation, K–2) and the text complexity expectations found in the Common Core State Standards.

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[4] Refer to the "Leadership" section for information on school teams.

Summative Reading Goals

In grades K–3, the most important summative goal is for students to read on grade level or higher by the end of grade 3. IREAD-3 is designed as a summative assessment. Students who do not meet state expectations should receive intensive intervention and be given a chance to retake IREAD-3 prior to the start of the next school year. If a student is still not proficient, that student shall be retained and provided instruction and intervention to ensure the student meets grade-level proficiency. In addition to IREAD-3, students in grade 3 also take ISTEP+ which measures the complete set of English/language arts standards. The Standards Summary provides detailed insight into student performance on specific standards and component skills. Students who score Pass + *exceed* the state standard, whereas students who score Pass *meet* the state's minimum standard. In grades 4–6, the most important summative goal is for all students to be competent readers of grade-level content as determined by effective:

☑ acquisition of foundational reading skills to the extent that reading mechanics do not interfere in the reading process and students can focus attention on making meaning of complex content and literature.

☑ application of skills and strategies necessary to read competently and with good understanding of specific subject-area content.

☑ sufficient background knowledge in history, social studies, science/ technical subjects, and literature so that comprehension is facilitated.

Student performance on IREAD and ISTEP+ determines whether students have met the summative goal and are able to read on grade level. It is the intent and the hope that this framework will provide the focus necessary to ensure *all* students are able to read on grade level.

Formative Reading Goals

Serving All Students

The intent of the Indiana K-6 Reading Framework is to provide guidance for teaching all students. *All* includes students with and without disabilities, native English speakers and English learners, and economically advantaged and disadvantaged students. Students without disabilities* should culminate their K-12 academic career with a high school diploma that will propel them into advanced learning, work, and citizenship. Indeed, students with *high-incidence disabilities* should have the same academic goals and opportunities for postsecondary experiences. For students with *low-incidence disabilities**, a Core 40 or general diploma may or may not be a reasonable goal. For these students, reading instruction and goals should have the same level of importance as it does for students who are expected to meet grade-level reading goals. However, the goals for these students and the ways instruction will be organized and delivered should be determined in each student's Individualized Education Program (IEP). The IEP should include specific information about the expected outcomes that should be realized and the specific instruction that will occur. Similarly, English learners should have the same reading goals and reading instructional opportunities as native English speakers. However, it is the school's responsibility to provide the proper instruction to ensure that English learners receive additional language support, vocabulary, and academic language development to enable them to become fluent English readers. Just as important, students who are economically disadvantaged are expected to also receive the same high-quality reading instruction and meet the same grade-level goals as their advantaged peers. Again, the school is responsible for providing additional support to ensure that they are able to succeed.

*High incidence disabilities: speech and language impairments, specific learning disabilities, and mild/moderate mental retardation. Low incidence disabilities: blindness, low vision, deafness, hard-of-hearing, deaf-blindness, significant developmental delay, complex health issues, serious physical impairment, multiple disability, autism, and emotional disorders.

Formative reading goals are necessary to determine if students are on track to meet the summative reading goals and read at or above grade level. Formative reading goals provide a sort of reading "temperature check" to be sure that essential subskills have been met. Meeting formative reading goals is important for two main reasons:

1. **When students reach or exceed a formative goal**, **it means they have met an important reading objective or benchmark that serves as an**

indicator of proficient reading. Research confirms that early skills such as phonemic awareness and the ability to name letters are accurate predictors of subsequent ability in reading (Kaminski and Good 1996).[5]

2. **Formative reading goals indicate whether students are on track to meet summative goals and read at or above grade level**. Just as a fever may be an early warning sign of a possible underlying infection, students who are not meeting certain critical subskills (e.g., a phonemic awareness goal at the end of kindergarten or a phonics goal in the middle of grade 1) are less likely to read at or above grade level without targeted intervention. Meeting formative goals increases the likelihood that students will meet summative goals.

Schools should set formative grade level goals when developing their Reading Plans. In addition, teachers should set individual goals for each student. Teachers, students, and parents should all be involved in attaining these goals. Indiana's use of the mCLASS: Reading 3D Assessments (Wireless Generation), includes two sets of formative measures and goals: Dynamic Indicators of Basic Early Literacy (DIBELS) and Text Reading Comprehension (TRC).

The standard approach to reading in grades K–2 "balances foundational [reading] skills with the development of positive reading behaviors and effective comprehension strategies."[6] mCLASS: Reading 3D combines efficient and proven reading indicators (DIBELS) with a more in-depth observation of text reading based on the work of Marie Clay (TRC). The following table shows the DIBELS and TRC targets or goals. DIBELS targets are for the category

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[5] Kaminski, R. A., and Good, R. H. (1996). Toward a technology for assessing basic early literacy skills. *School Psychology Review*, 25, 215–227. Kaminski, R. A., and Good, R. H. (1998). Assessing early literacy skills in a problem solving model: Dynamic indicators of basic early literacy skills. In M. R. Shinn (Ed.), *Advanced applications of Curriculum-Based Measurement* (113–142). New York: Guilford.

[6] mCLASS: Reading 3D Indiana Alignment Guide, p. 13.

Established or Low Risk. TRC targets are those identified as Independent level or Proficient. For more details and an explanation of all the levels, see the "Assessment" section. The targets below can inform the setting of formative goals.

DIBELS 6							
Grade Level and Time of Year	**Initial Sound Fluency (ISF)**	**Letter Naming Fluency (LNF)**	**Phoneme Segmentation Fluency (PSF)**	**Nonsense Word Fluency (NWF)**	**Oral Reading Fluency (ORF)**	**Retell Fluency (RTF)**	**Word Use Fluency (WUF)**
Kindergarten — Fall	8 and above	8 and above	N/A	N/A	N/A	N/A	Optional
Kindergarten — Winter	25 and above	27 and above	18 and above	13 and above	N/A	N/A	Optional
Kindergarten — Spring	N/A	40 and above	35 and above	25 and above	N/A	N/A	Optional
Grade 1 — Fall	N/A	37 and above	35 and above	24 and above	N/A	N/A	Optional
Grade 1 — Winter	N/A	N/A	35 and above	50 and above	20 and above	Optional	Optional
Grade 1 — Spring	N/A	N/A	35 and above	50 and above	40 and above	Optional	Optional
Grade 2 — Fall	N/A	N/A	N/A	50 and above	44 and above	Optional	Optional
Grade 2 — Winter	N/A	N/A	N/A	N/A	68 and above	Optional	Optional
Grade 2 — Spring	N/A	N/A	N/A	N/A	90 and above	Optional	Optional

The following table shows the target scores on the TRC. Scores are shown for both Proficient and Above Proficient. Print Concepts and Reading Behaviors scores are shown for the Independent level. For more details and an explanation of all the levels, see the "Assessment" section. The TRC is used to provide information about how well students understand whole text. The TRC is not designed to show growth from grade-to-grade but rather represents the target score within that grade for that time of year.

TRC			
Note: F=Fall, W=Winter, S=Spring			
Grade Levels	Knowledge of Print		Reading Record Scores Scores below are for Proficient category, followed by Above Proficient
	Print Concepts	Reading Behaviors	
Grade K	F=13-16 W=13-16 S=13-16	F=5-6 W=5-6 S=5-6	S=B or above
Grade 1	F=13-16 W=13-16 S=13-16	F=5-6 W=5-6 S=5-6	F=B or above W=E or above S=I or above
Grade 2	F=13-16 W=13-16 S=13-16	F=5-6 W=5-6 S=5-6	F=I or above W=K or above S=L or above

In grades 3-6, the Indiana Department of Education provides Acuity to measure student proficiency on the English language arts standards. Students in grade 3 are still developing foundational reading skills, which require additional measurements to ensure accuracy. An example of Oral Reading Fluency (ORF) goals for grade 3 using DIBELS is shown in the chart below.

Grade 3 DIBELS ORF Targets, Words Correct per Minute

	High Risk	Some/ Moderate Risk	Low Risk
Early (fall)	52 or lower	53–76	77 and above
Middle (winter)	66 or lower	67–91	92 and above
Late (spring)	79 or lower	80–109	110 and above

Formative Measures of Vocabulary and Comprehension

Presently, TRC is used as a formative measure for vocabulary and comprehension. In practice, this tool does not directly assess vocabulary knowledge. Valid and reliable formative assessments in vocabulary and comprehension are emerging. Two such emerging measurement resources, Maze and Cloze, both provide direct indicators of vocabulary and comprehension. These two measures can be used to establish formative goals in vocabulary and comprehension and to track growth.

Additionally, reading comprehension can be measured with a Lexile score. The Common Core State Standards provide grade level ranges of text complexity that students should be able to read. Goals should ensure that students are meeting the expectations described in Standard 10 for each grade level. Please see the Lexile ranges chart and examples of Standard 10 below.

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K–1	N/A	N/A
2–3	450–725	450–790
4–5	645–845	770–980
6–8	860–1010	955–1155
9–10	960–1115	1080–1305
11–CCR	1070–1220	1215–1355

For Grades K – 2

Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

For Grades 3 – 5

Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

For Grades 6 – 8

Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Reading's Impact on Other Tested Subjects

In addition to English/language arts, students are given state-level tests in mathematics, science, and social studies. In one study of mathematics performance, it was found that grade 3 reading comprehension performance predicted applied and conceptual aspects of math achievement even five years later (Grimm, 410–426).[7] Strong reading skills enable students to perform well on content-area tests because the students can comprehend the text. Reading proficiency also enables students to acquire greater background knowledge and apply it to new content.

Summary

Reading goals must be measurable to be useful. If the school ensures that all students meet their goals, students will find reading rewarding and will be able to use reading as a tool for further learning. The most important goal for primary grade students is to read at grade level or higher by the end of third grade as measured by IREAD-3. The most important goals for students in grades 4-6 are demonstrating proficiency on ISTEP+ and reading at or above grade level.

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[7] Grimm, 2008